Welcome to

Metacognitive Training
for Borderline Personality Disorder

(B-MCT)

If there is no new participant in the group, you can skip slides 1-13 (start at slide 14)!

Metacognitive Training (MCT)

???

Metacognitive Training (MCT)

meta →

derived from Greek, means "about"

Metacognitive Training (MCT)

meta →

derived from Greek, means "about"

cognition →

derived from Latin, means "thinking"

Metacognitive Training (MCT)

meta →

derived from Greek, means "about"

cognition →

derived from Latin, means "thinking"

metacognition →

"thinking about thinking"

B-MCT

Metacognitive training for BPD (B-MCT) is a therapeutic approach that deals with thoughts and thought processes.

The training is designed to …

➢ impart knowledge about your own thought processes and

➢ make you aware of typical thought distortions and how to change these

Thought distortion: unfavorable way of taking in and processing information from the environment that can lead to developing or maintaining mental problems (e.g., "all-or-nothing thinking").

One event – many possible emotions...
What leads to the different reactions?

On the train, you politely ask someone to turn down the music and he turns it up even louder.

What are possible thoughts that can come up as a reaction?

One event – many possible emotions…
What leads to the different reactions?

On the train, you politely ask someone to turn down the music and he turns it up even louder.

Possible thoughts

response / thoughts?	response / thoughts?	response / thosughts?

One event – many possible emotions...
What leads to the different reactions?

On the train, you politely ask someone to turn down the music and he turns it up even louder.

Possible thoughts

"I'm not putting up with this! He's going to be in deep trouble!"

"Whatever. I'll sit somewhere else."

"I just can't assert myself. Everyone thinks I'm a loser."

One event – many possible emotions…
What leads to the different reactions?

On the train, you politely ask someone to turn down the music and he turns it up even louder.

Possible thoughts

"I'm not putting up with this! He's going to be in deep trouble!"

"Whatever. I'll sit somewhere else."

"I just can't assert myself. Everyone thinks I'm a loser."

What are possible emotions that come up with these thoughts?

One event – many possible emotions...
What leads to the different reactions?

On the train, you politely ask someone to turn down the music and he turns it up even louder.

Possible thoughts

| "I'm not putting up with this! He's going to be in deep trouble!" | "Whatever. I'll sit somewhere else." | "I just can't assert myself. Everyone thinks I'm a loser." |

Possible emotions

| angry | relaxed | sad |

One event – many possible emotions…
What leads to the different reactions?

On the train, you politely ask someone to turn down the music and he turns it up even louder.

Possible thoughts

"I'm not putting up with this! He's going to be in deep trouble!"

"Whatever. I'll sit somewhere else."

"I just can't assert myself. Everyone thinks I'm a loser."

Possible emotions

angry

relaxed

sad

What possible behavioral reactions could result from each case?

One event – many possible emotions…
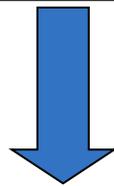# What leads to the different reactions?

On the train, you politely ask someone to turn down the music and he turns it up even louder.

Possible thoughts

"I'm not putting up with this! He's going to be in deep trouble!"	"Whatever. I'll sit somewhere else."	"I just can't assert myself. Everyone thinks I'm a loser."

Possible emotions

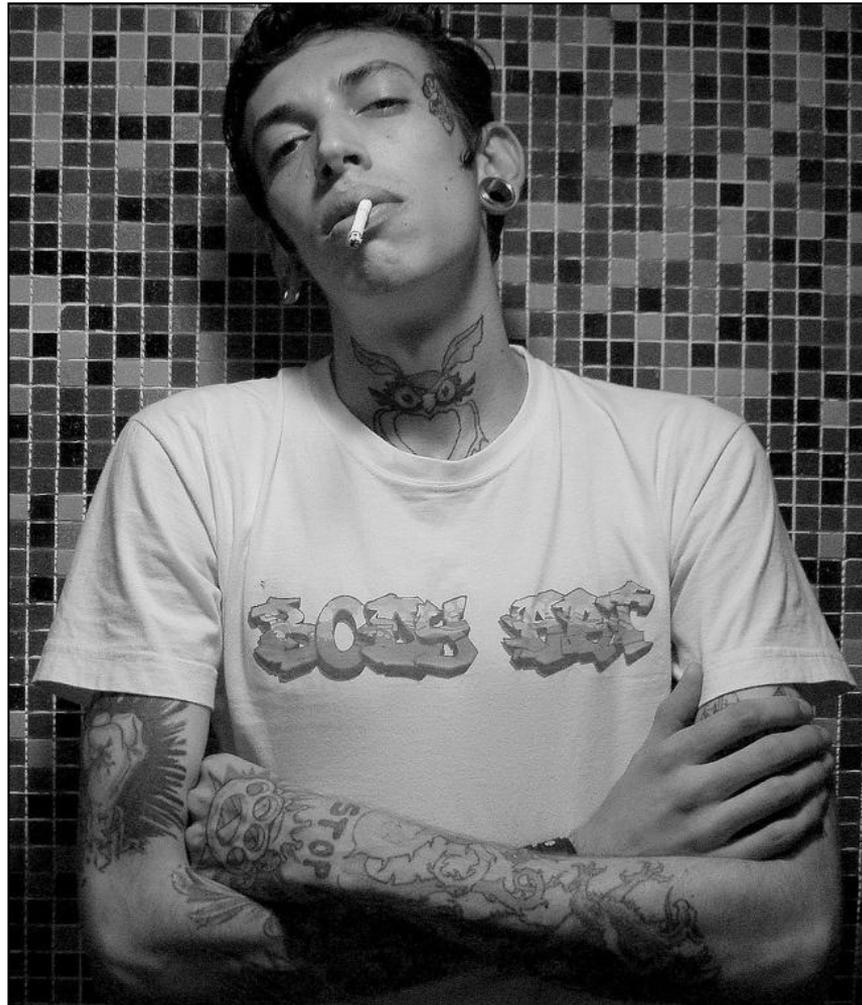| angry	relaxed	sad
yell at the guy and threaten him	stay calm and change seats	ruminate, get off the train at the next stop

Welcome to

Training module:

Empathizing II

© Moritz, Köther & Schilling
www.uke.de/borderline

When you get to know someone new, what do you pay attention to first? How reliable are these cues?

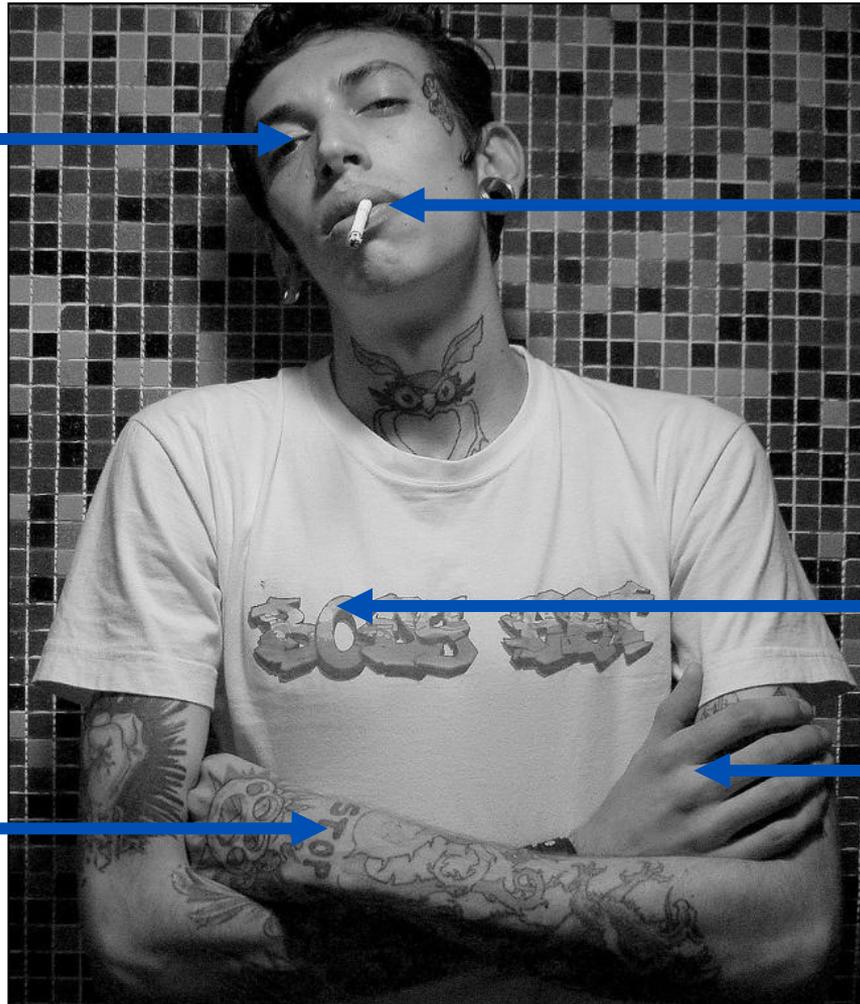# When you get to know someone new, what do you pay attention to first? How reliable are these cues?
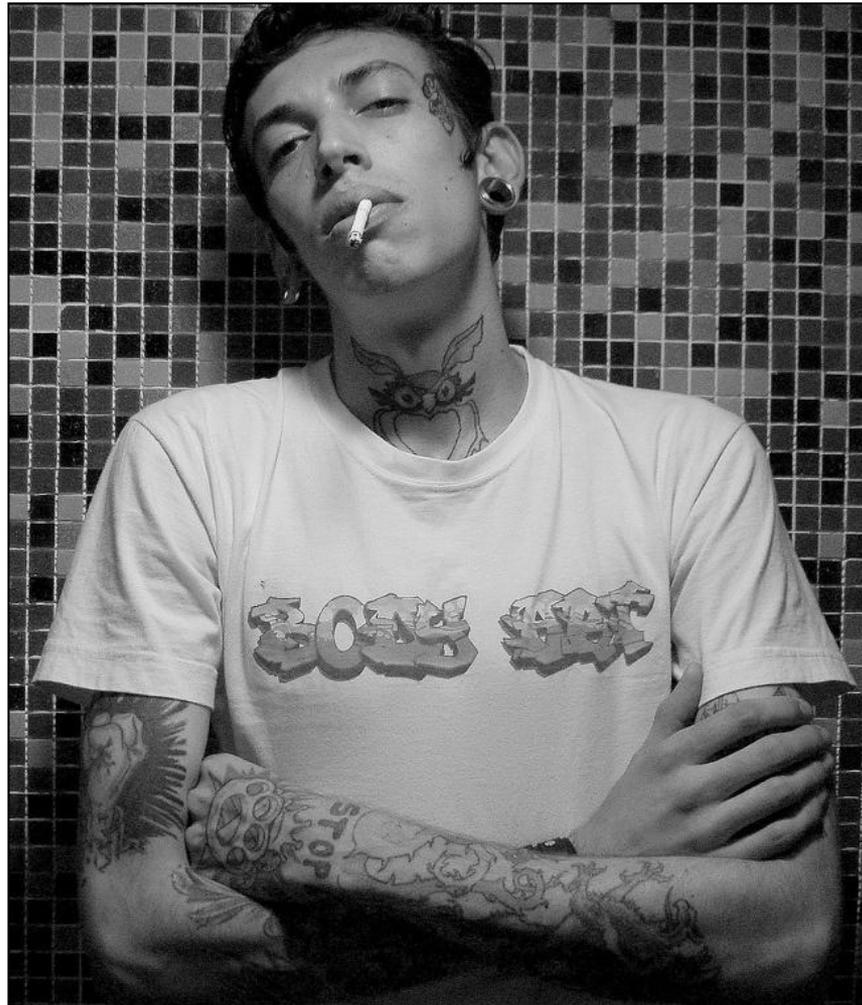

eyes?

language?

clothes?

hands?

body language/ posture?

other?...
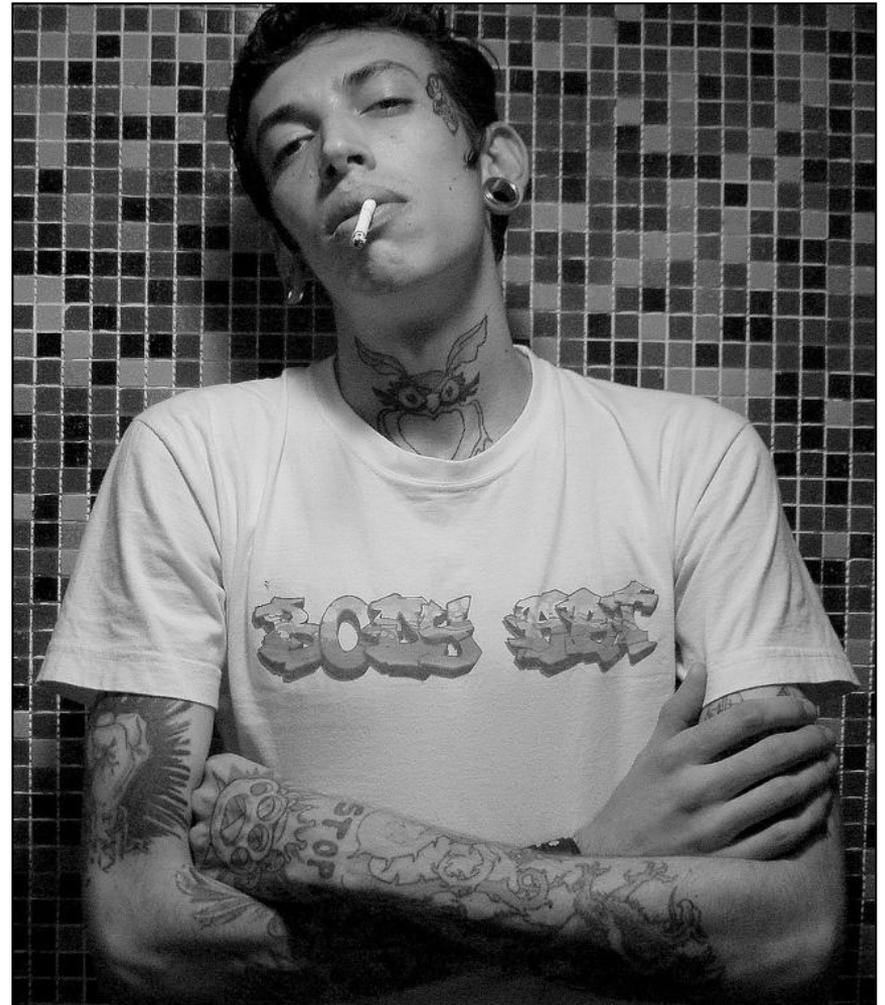
What other sources of information may be considered? How reliable are these?

What other sources of information may be considered? How reliable are these?

- **prior knowledge** of person (hearsay): for example, a remark by a friend

- **"gut feeling"/intuition**

- **written evidence**: for example, from e-mails or internet chats

- **prior knowledge of similar persons/groups**: e.g., *biker*

Gestures/posture/ body language

Example:

Person praying or just cold?

Important clue?

???

Caution:

???

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Gestures/posture/ body language

Example:

Person praying or just cold?

Important clue?

- Gestures and posture can emphasize words, e.g., making a fist when threatening someone or waving when saying hello.

- Indirect signs are often meaningful:
Wild gesticulation *can* suggest nervousness (*but*: keep in mind cultural differences!), slouching *can* be a sign of low self-confidence.

Caution:

???

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Gestures/posture/ body language

Example:

Person praying or just cold?

Important clue?

- Gestures and posture can emphasize words, e.g., making a fist when threatening someone or waving when saying hello.
- Indirect signs are often meaningful:
  Wild gesticulation *can* suggest nervousness (*but*: keep in mind cultural differences!), slouching *can* be a sign of low self-confidence.

Caution:

➢ Body language can be misleading!
  Examples:
- Someone who looks self-confident may be putting up a front.
- Postural deformity can make a confident person seem insecure and self-conscious.

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Written statements

Example:

"Don't work too hard!"

→ sarcasm, sympathy or empty phrase?

Important clue?

???

Caution:

???

Written statements

Example:

"Don't work too hard!"

→ sarcasm, sympathy or empty phrase?

Important clue?

- We often brood more about what is written than about what is said!

Caution:

???

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Written statements

Example:

"Don't work too hard!"

→ sarcasm, sympathy or empty phrase?

Important clue?

- We often brood more about what is written than about what is said!

Caution:

- Sometimes you have to *read between the lines*, which can lead to incorrect conclusions!

- A study has shown that e-mail writers and e-mail readers are both sure that they are correctly understanding the *tone* of an e-mail. In reality, there is a congruency of only about 56% - hardly above chance!

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Prior knowledge of similar persons / culture (prejudices)

Typically Turkish, typically German?

Important clue?

???

Caution:

???

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Prior knowledge of similar persons / culture (prejudices)

Typically Turkish, typically German?

Important clue?

- Knowledge of a culture or ethnic group makes it easier to understand its members. Every culture has its own values and ethics.

Caution:

???

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Prior knowledge of similar persons / culture (prejudices)

Typically Turkish, typically German?

Important clue?

- Knowledge of a culture or ethnic group makes it easier to understand its members. Every culture has its own values and ethics.

Caution:

- People often differ from group stereotypes! People who share a certain faith or people from certain countries are sometimes confronted with prejudices (e.g., Muslims are fanatic; US-Americans are arrogant and only eat junk-food).

Clichés???

What prejudices do or did you have against others?

Are you affected by prejudices?

How do you deal with that?

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Language/statements:

What somebody says and how he/she says it

Example:

> *The people have no bread… let them eat cake.*

Ascribed to Marie Antoinette (1755-1793); sarcasm, naivety, unawareness of the living conditions of the poor?

Important clue?

???

Caution:

???

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Language/statements:

What somebody says and how he/she says it

Example:

The people have no bread… let them eat cake.

Ascribed to Marie Antoinette (1755-1793); sarcasm, naivety, unawareness of the living conditions of the poor?

Important clue?

Language is our most important and direct way of communicating. Tone (sarcastic, smug) and choice of words (arrogant, factual, etc.) can give away a lot about someone.

Caution:

???

Please discuss the advantages and disadvantages of the following feature for making a judgment about a person

Language/statements:

What somebody says and how he/she says it

Example:

The people have no bread… let them eat cake.

Ascribed to Marie Antoinette (1755-1793); sarcasm, naivety, unawareness of the living conditions of the poor?

Important clue?

Language is our most important and direct way of communicating. Tone (sarcastic, smug) and choice of words (arrogant, factual, etc.) can give away a lot about someone.

Caution:

Content:

There is often a difference between what people say and what they actually think (due to propriety, misunderstandings, etc.).

Often people talk quickly without thinking, and what they say differs from what they really mean.

Tone:

Example: "Good to see you making an appearance."

Some people convey little emotion when talking – still they can be emotional underneath (e.g., "deadpan humor"; facial immobility due to Parkinson's disease).

???

Impact of words

Loftus study, 1970s:

Test persons were shown simulations of road accidents.

Afterwards, they were questioned about the course of the accident.

Impact of words

Loftus study, 1970s:

Test persons were shown simulations of road accidents.

Afterwards, they were questioned about the course of the accident.

Tricky questions:

"How fast were the cars going when they *crashed into each other*?" or:

"How fast were the cars going when they *hit each other*?"

Impact of words

Loftus study, 1970s:

Test persons were shown simulations of road accidents.

Afterwards, they were questioned about the course of the accident.

Tricky questions:

"How fast were the cars going when they *crashed into each other*?" or:

"How fast were the cars going when they *hit each other*?"

➤ The speed of the cars was estimated to be a lot higher when asked how fast they were going when they crashed into each other.

➤ When asked the first question, the participants often "remembered" seeing pieces of glass from smashed windows that hadn't even been in the simulation.

Please go through these words in your head slowly:

Sad, weak, helpless, disordered, lonely, tired, insecure.

Now please read the following statements:

Life is hard and pointless. Nothing works out the way I want it to. No one is there for me. There is no hope.

Please go through these words in your head slowly:

Fun, laughing, happiness, attractive, chance, love, security.

Now please read the following statements:

Life is fascinating. I am full of energy and excited about the future. I can achieve so much and there is so much yet to be discovered.

Please go through these words in your head slowly:

Fun, laughing, happiness, attractive, chance, love, security.

Now please read the following statements:

Life is fascinating. I am full of energy and excited about the future. I can achieve so much and there is so much yet to be discovered.

How do you feel?

What inner reactions do you perceive?

Impact of words

Consciously observe the impact of your *own* words as well!

Example:

"You are so obstinate and stubborn, you never give in!"

vs.

"You really have a strong will"

Consciously observe the impact of your *own* words as well!

Example:

"You are so obstinate and stubborn, you never give in!"

vs.

"You really have a strong will"

What reactions do you imagine these statements may trigger in the other person…?

Appearance and reality!

… *none* of the discussed aspects (language, body language, written statements etc.) are in and of themselves sufficient for a final evaluation!

Thus, try to consider all aspects!

Why do we do this?

Studies show that many [but not all!] people with mental health problems (e.g., borderline personality disorder)…

… sometimes have difficulties seeing something from another person's point of view (especially when there are strong emotions involved).

Effect on behavior

Event	Negative response	Behavior	Long-term effects
Holly asks a clerk at the supermarket where to find a certain sort of cheese. He looks at her irritated and gives a curt answer.	???	???	???

Effect on behavior

Event	Negative response	Behavior	Long-term effects
Holly asks a clerk at the supermarket where to find a certain sort of cheese. He looks at her irritated and gives a curt answer.	*"The clerk made me feel like a fool, but helping me is his job!"*	? ? ?	? ? ?

Effect on behavior

Event	Negative response	Behavior	Long-term effects
Holly asks a clerk at the supermarket where to find a certain sort of cheese. He looks at her irritated and gives a curt answer.	*"The clerk made me feel like a fool, but helping me is his job!"*	Holly gets angry, starts an argument with the clerk and ends up throwing her shopping basket at his feet.	? ? ?

Effect on behavior

Event	Negative response	Behavior	Long-term effects
Holly asks a clerk at the supermarket where to find a certain sort of cheese. He looks at her irritated and gives a curt answer.	*"The clerk made me feel like a fool, but helping me is his job!"*	Holly gets angry, starts an argument with the clerk and ends up throwing her shopping basket at his feet.	Holly often gets annoyed and feels rejected by everyone.

Effect on behavior

Event	Alternative response	Alternative behavior	Long-term effects
Holly asks a clerk at the supermarket where to find a certain sort of cheese. He looks at her irritated and gives a curt answer.	???	???	???

Effect on behavior

Event	Alternative response	Alternative behavior	Long-term effects
Holly asks a clerk at the supermarket where to find a certain sort of cheese. He looks at her irritated and gives a curt answer.	*"The shop assistant could be nicer to me. But oh well, it is Saturday and almost closing-time. He's probably had a long day."*	???	???

Effect on behavior

Event	Alternative response	Alternative behavior	Long-term effects
Holly asks a clerk at the supermarket where to find a certain sort of cheese. He looks at her irritated and gives a curt answer.	*"The shop assistant could be nicer to me. But oh well, it is Saturday and almost closing-time. He's probably had a long day."*	Holly buys the cheese. Maybe she goes to a different supermarket next time.	? ? ?

Effect on behavior

Event	Alternative response	Alternative behavior	Long-term effects
Holly asks a clerk at the supermarket where to find a certain sort of cheese. He looks at her irritated and gives a curt answer.	*"The shop assistant could be nicer to me. But oh well, it is Saturday and almost closing-time. He's probably had a long day."*	Holly buys the cheese. Maybe she goes to a different supermarket next time.	Holly doesn't feel offended by others as often. She gets along with people more easily and is less tense and stressed.

Many things are in the eye of the beholder. When we are stressed or under pressure we are especially apt to see our environment through the lens of our feelings (e.g., hostility when scared; feeling of being loved when euphoric).

Perspective taking

Example: Miriam comes home late at night after a fight with her boyfriend and is upset. Her mother is waiting for her at the door and gives her a hard time for getting in so late.

Background: **???**

Perspective taking

Example: Miriam comes home late at night after a fight with her boyfriend and is upset. Her mother is waiting for her at the door and gives her a hard time for getting in so late.

Background: Neither (!) one put herself in the other's place. Miriam's mother was very worried and couldn't have known that Miriam had had a fight. Miriam, on the other hand, hoped to be comforted by her mom.

Example: Miriam comes home late at night after a fight with her boyfriend and is upset. Her mother is waiting for her at the door and gives her a hard time for getting in so late.

Background: Neither (!) one put herself in the other's place. Miriam's mother was very worried and couldn't have known that Miriam had had a fight. Miriam, on the other hand, hoped to be comforted by her mom.

Try to bear in mind other perspectives!

Think about what you would feel in the other person's place.

Exercises (2)

In the following, cartoon strips will be presented to you.

- Please discuss what the characters in the story might think about each other.

Exercises (2)

In the following, cartoon strips will be presented to you.

- Please discuss what the characters in the story might think about each other.
- Important: You have to *distinguish* between information available to you and information the characters have about one another!

Exercises (2)

In the following, cartoon strips will be presented to you.

- Please discuss what the characters in the story might think about each other.
- <u>Important</u>: You have to *distinguish* between information available to you and information the characters have about one another!

→ Also think about what additional information is needed to provide a definite answer!

What are most people going to think? Are they correct?

Example: An overweight man falls off a chair
What are most people going to think?
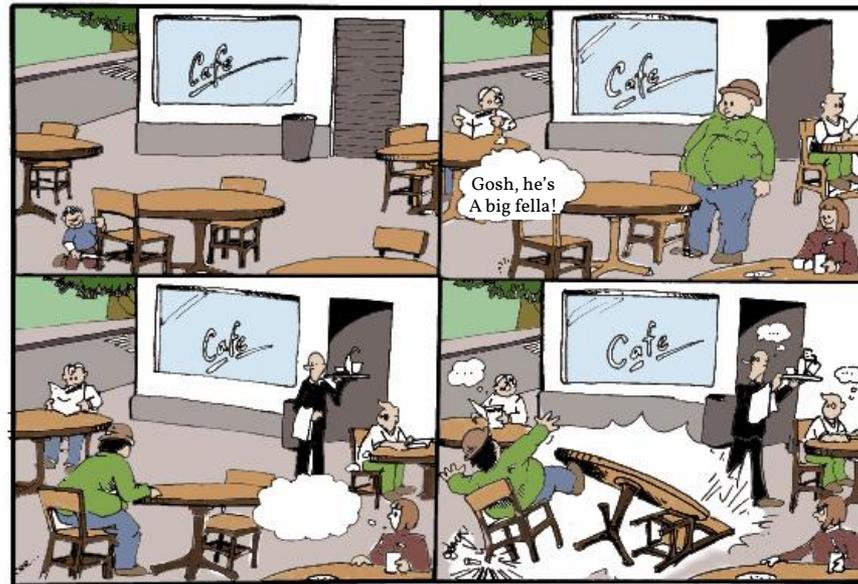
➤ **Likely:** Man is too heavy for chair

➤ **Less likely:** The man tilted in the chair; chair is too fragile

➤ **Very unlikely assumption:** Chair had been cut with a saw - but **TRUE!:** *No one observed the boy in the first picture sawing the leg of the chair!*

Let's go!

How might the woman feel in the situation?
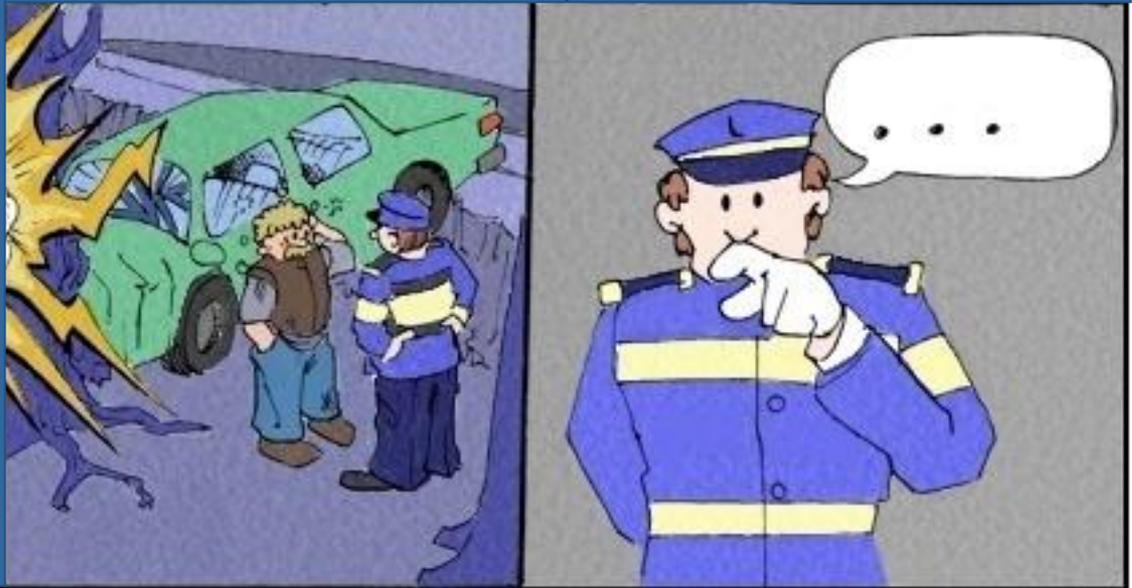
What might the police officer be thinking? Is he correct?

What might the police officer be thinking? Is he correct?
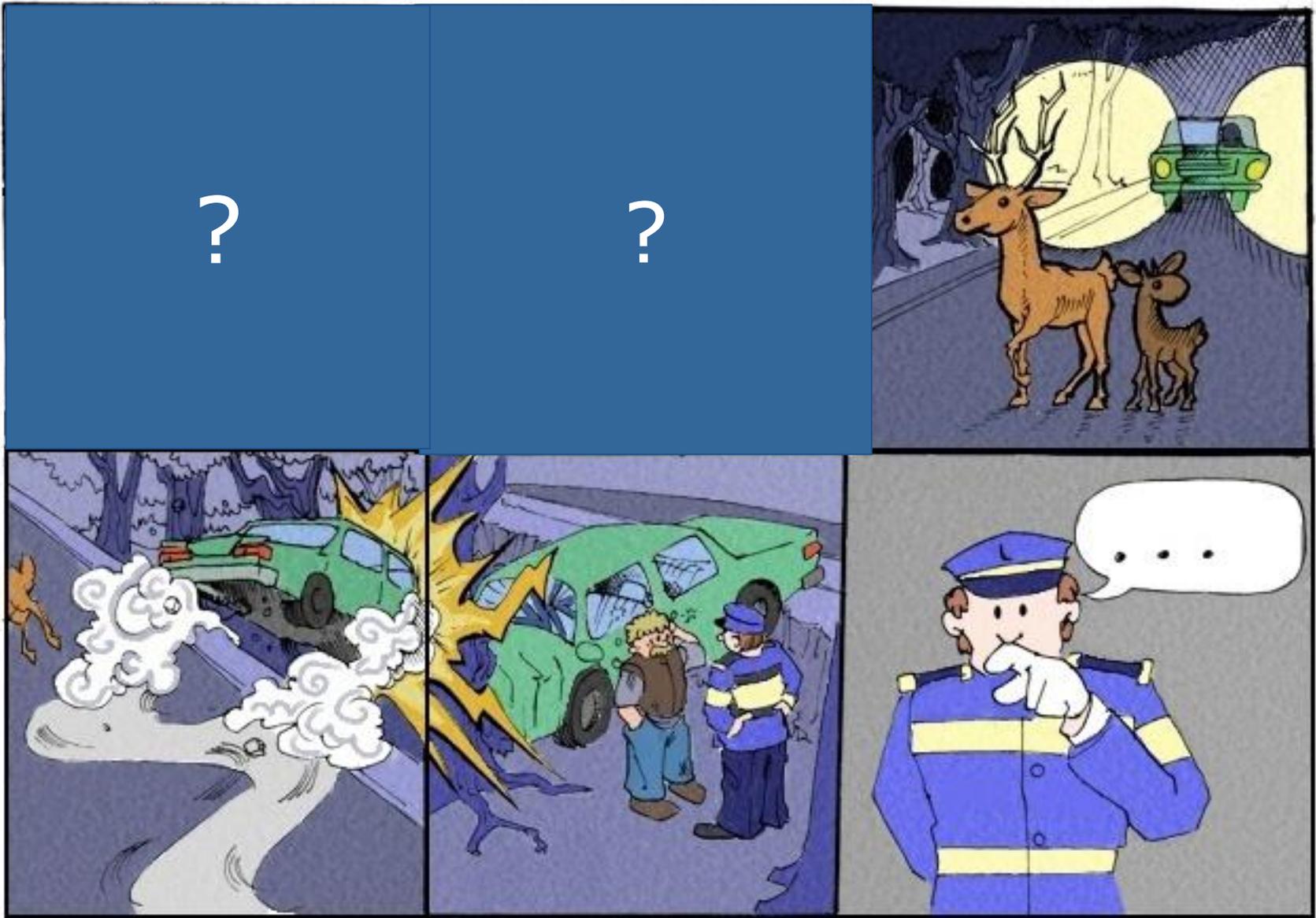
What might the police officer be thinking? Is he correct?
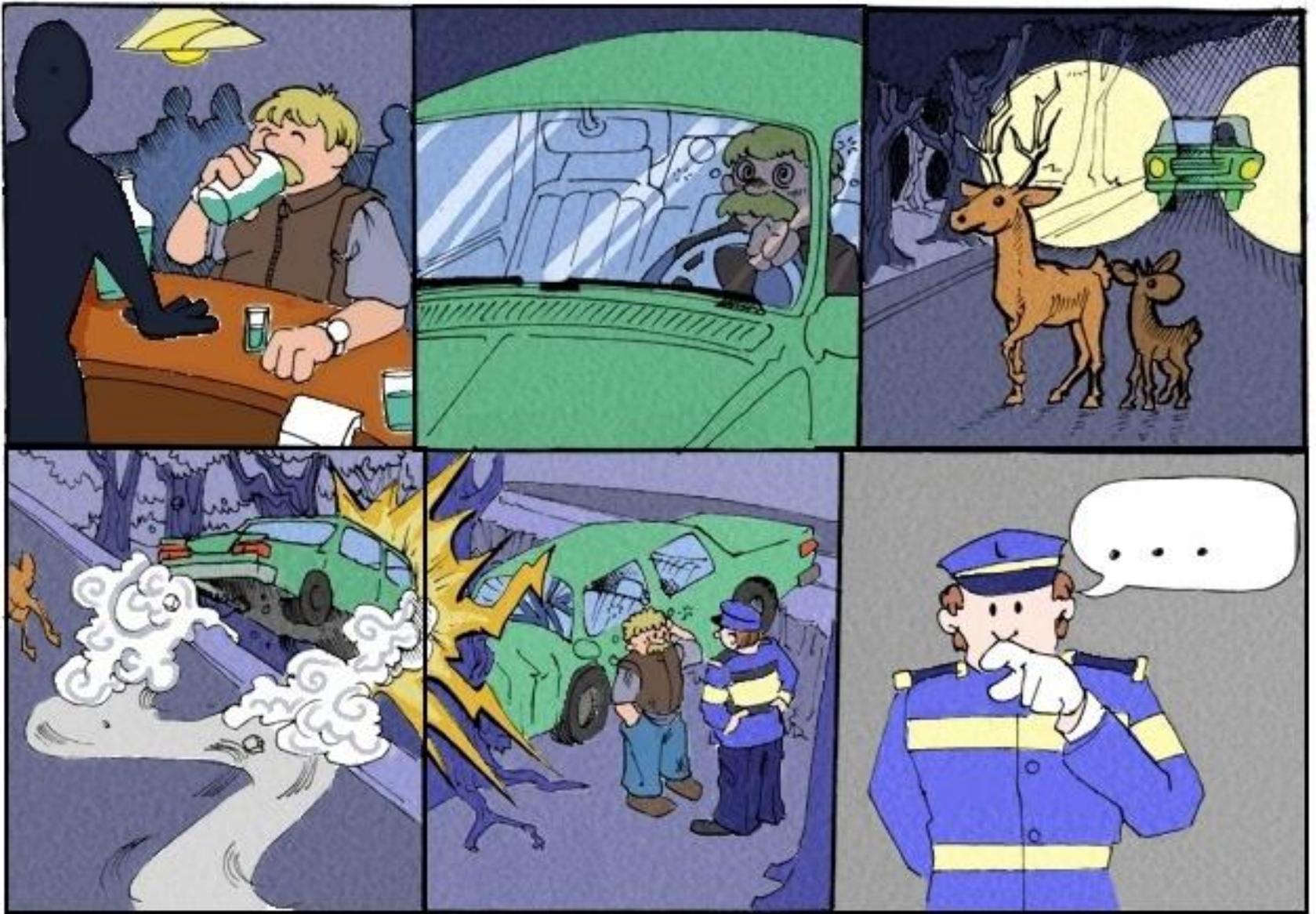
What might the police officer be thinking? Is he correct?
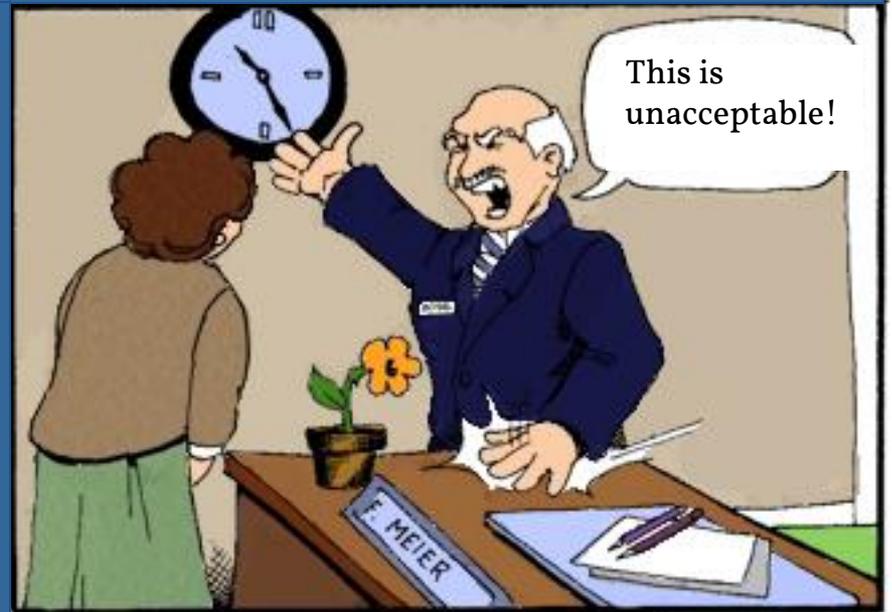
Is the boss cold-hearted? Do we need additional information to decide?
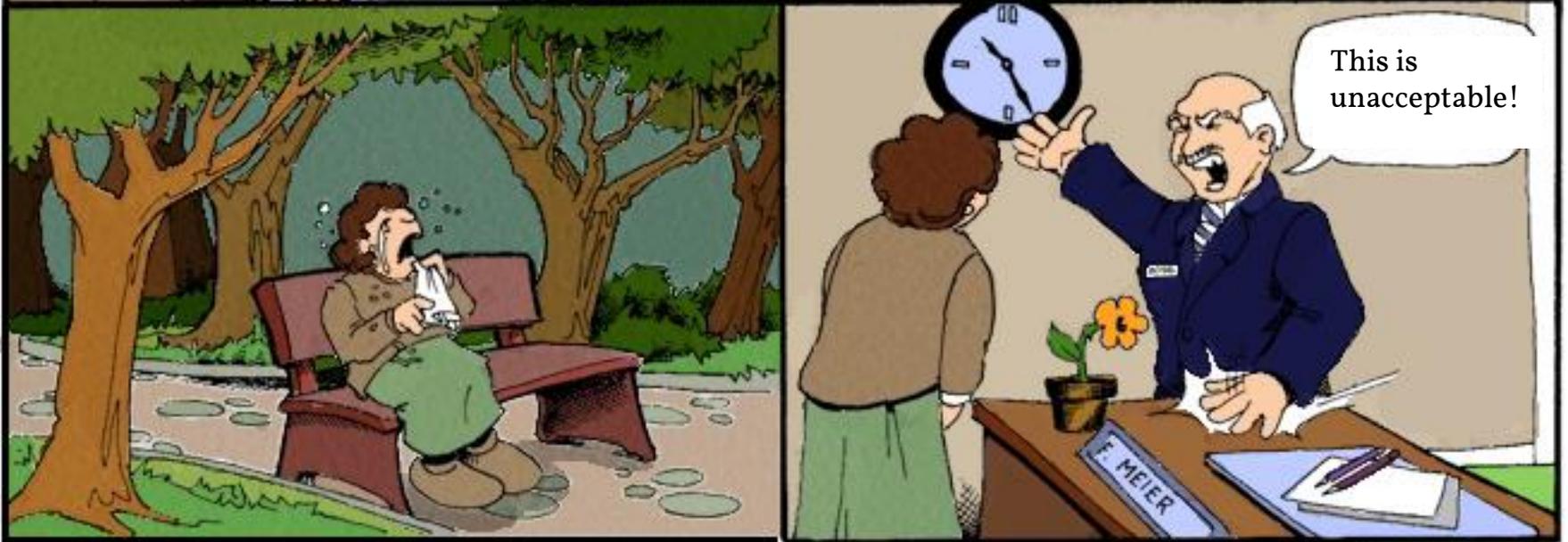
Is the boss cold-hearted? Do we need additional information to decide?

Is the boss cold-hearted? Do we need additional information to decide?

What is the park ranger probably thinking? Is he correct?

What is the park ranger probably thinking? Is he correct?
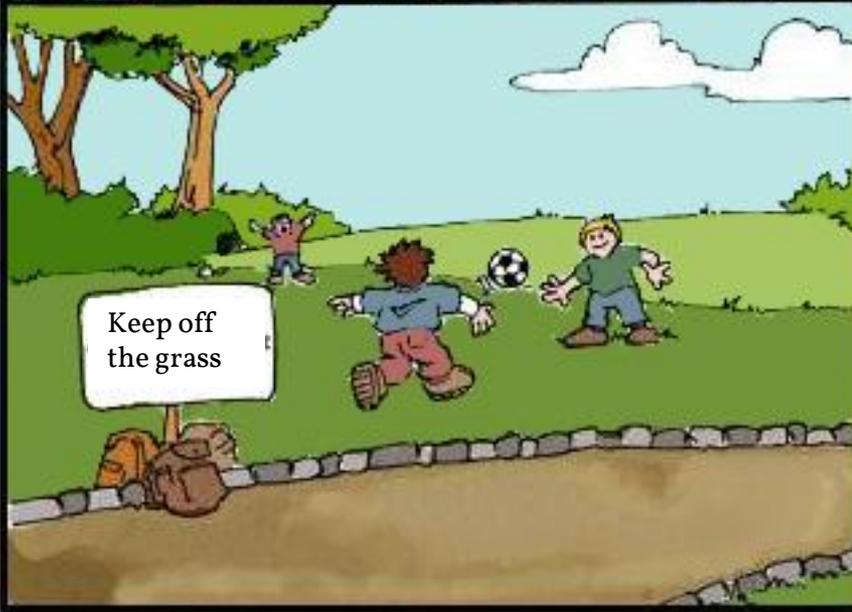
What is the park ranger probably thinking? Is he correct?

What is the park ranger probably thinking? Is he correct?

What is the mother probably thinking? Is she correct?
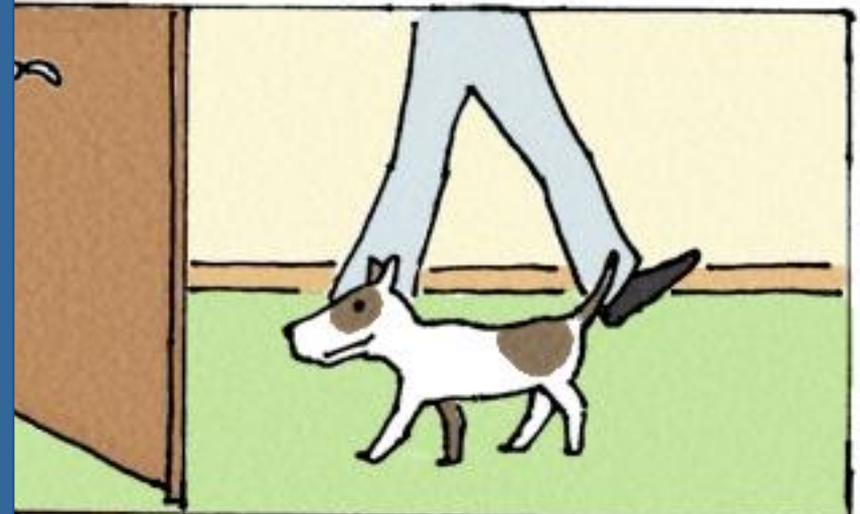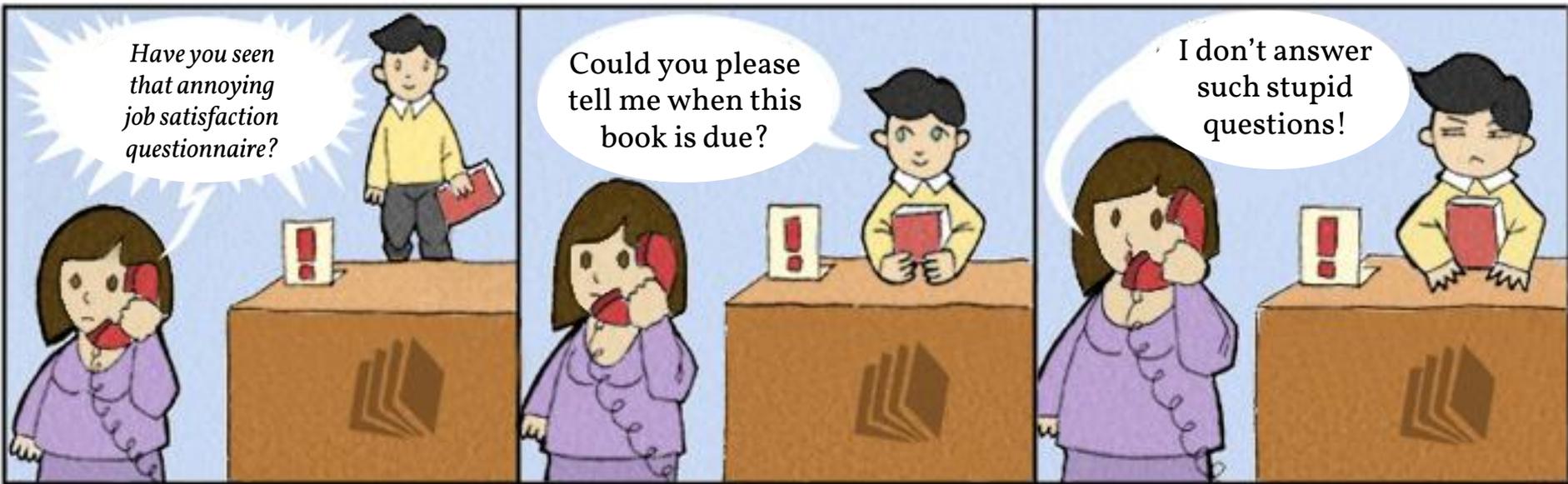
What is the mother probably thinking? Is she correct?
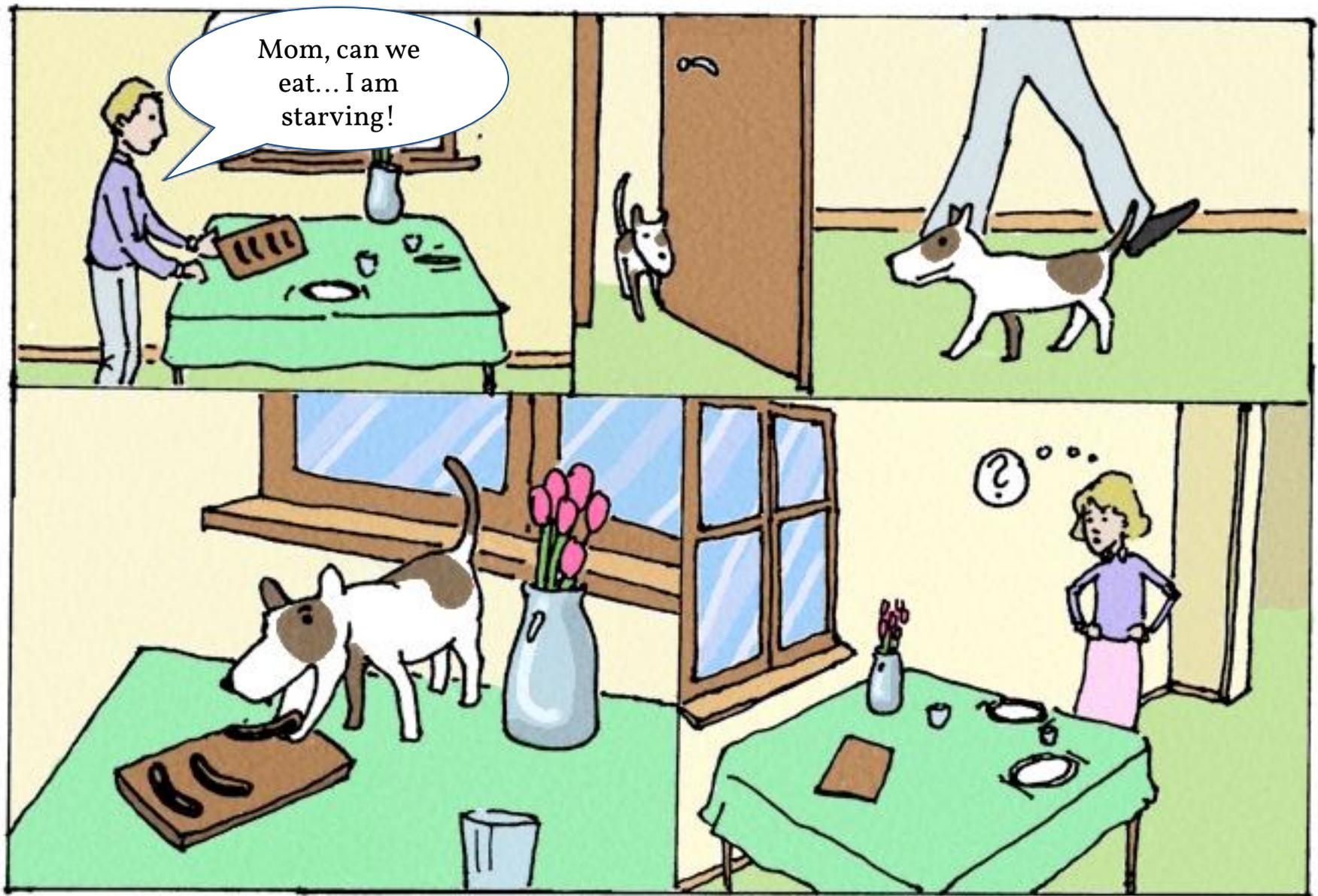
What is the mother probably thinking? Is she correct?

What is the mother probably thinking? Is she correct?
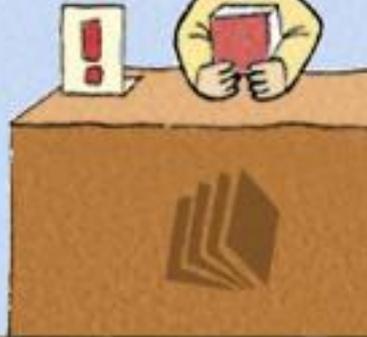
What might the man be thinking?

What might the man be thinking?

What is the mother thinking?
Do we need additional information to decide?

What is the mother thinking?
Do we need additional information to decide?

Learning objectives:

Learning objectives:

➢ You were given these tasks as examples:

Different people never have the exact same information in a given situation → *misunderstandings and even conflicts can be the consequence!*

Learning objectives:

➢ You were given these tasks as examples:

Different people never have the exact same information in a given situation → *misunderstandings and even conflicts can be the consequence!*

Example: If I expect something from others, I have to communicate this expectation to them because no one can read my mind!

Learning objectives:

➢ You were given these tasks as examples:

Different people never have the exact same information in a given situation → *misunderstandings and even conflicts can be the consequence!*

Example: If I expect something from others, I have to communicate this expectation to them because no one can read my mind!

➢ Social cues can be misleading, never rely only on a facial expression, for example

Learning objectives:

➢ You were given these tasks as examples:

Different people never have the exact same information in a given situation ➔ *misunderstandings and even conflicts can be the consequence!*

Example: If I expect something from others, I have to communicate this expectation to them because no one can read my mind!

➢ Social cues can be misleading, never rely only on a facial expression, for example

➢ In *complex situations* it is important to view the event from as many *different angles* as possible, and to use *various sources of information*.

Further questions?

???

Thank you for your attention!

Name Photographer/Artist Name Fotograf/Künstler/	Source/ Quelle	Picture Name/ Name des Bildes	CC = used with corresponding creative commons license; PP = used with personal permission of artist CC = genutzt unter creative commons Lizenz, PP = verwendet mit persönlicher Zustimmung des Künstlers	Description/Kurzbeschreibung
Lili Vieira de Carvalho	flickr	Tattoo poser	CC	Rocker
- - -	- - -	- - -	Produced for the MCT/Anfertigung für das MCT; © Arbeitsgruppe Neuropsychologie	Praying – being cold/Beten - Frieren
Muffet	flickr	letters	CC	Written statements (old, handwritten letters)/Schriftliche Äußerung (alte, handgeschriebene Briefe)
don2g	flickr	turkish parade	CC	„typical turkish/muslim?" (turkish parade)/"Typisch türkisch?" (türkische Parade)
stephcarter	flickr	Froehliche Weihnachten!!! (Day 44)	CC	„typical german?" (woman in dirndl dress)/„Typisch deutsch?" (Frau in Dirnd)
Thomas Hawk:	flickr	Lips	CC	Lips / Lippen
TheBusyBrain	flickr	Car N Motion	CC	Car in motion / Auto in Bewegung
socialspice.de	flickr	Red, Red Lips	CC	Red lips / Rote Lippen
Cosmo flash	flickr	Gekrümmte Wahrheit	CC	
Marina Ruiz-Villarreal	- - -	- - -	Produced for the MCT/Anfertigung für das MCT; © Arbeitsgruppe Neuropsychologie	Comic strip: overweight man, football, burglary, twins/Bildergeschichten: dicker Mann, Fußball, Einbruch, Zwillinge
Friedrich Althausen	http://friedrichalthausen.de/?page_id=411	Schriftart: "Vollkorn"	Open-Font-Lizenz	